M E M O R A N D U M

To: Board of Regents

From: Board Office

Subject: Annual Governance Report on Faculty Activities

Date: May 8, 2000

Recommended Actions:

1. Receive the report.

2. Encourage the universities to continue their efforts to refine, where necessary, data collection in the categories of tenured and tenure track (probationary or tenure-eligible) faculty, as it relates to the reporting of faculty portfolio data.

Executive Summary:

The annual governance report on faculty activities is required by Section 6.17 of the Regent *Procedural Guide* and contains information about the allocation of faculty effort, instructional productivity measures, and time spent by faculty on professional activities. It is directly related to accountability expectations of the Board's Strategic Plan (KRA 4.0.0.0), which calls for effective stewardship of the institutions' resources.

More specifically, the report relates to Objective 1.1.0.0, improving the quality of existing and newly created educational programs, and several Action Steps:

- 1.1.2.3 Recruit an outstanding, strong faculty to foster intellectual vitality for graduate programs;
- 1.1.3.1 Implement and maintain faculty portfolios at Regent universities;
- 1.1.4.1 Each university enhance its research efforts consistent with its mission;
- 1.1.4.2 Each university increase sponsored research consistent with its mission.

The information compiled for this report is closely tied to the strategic plans of the universities, reflecting some of their benchmarks and indicators. The information is also closely linked with Board performance indicators (e.g., #s 1-4 on senior faculty teaching undergraduate courses, #18 sponsored funding, and #20, percentage of faculty as principal or co-principal investigators).

Due to the number of topics covered, and the numerous tables which are provided, the Background and Analysis section of this Memorandum is organized under five topics which are identified in Section 6.17 of the *Procedural Guide* and Board actions calling for this data.

- **1.0 Faculty Effort and Activities** (average hourly work load, percentage of effort by colleges and rank)
- **2.0 Faculty Instructional Workload** (fiscal year SCH)
- **3.0 Faculty Productivity** (includes number of majors each fall, number of degrees, and sponsored research)
- **4.0 Faculty Portfolios**
- **5.0 Peer Institution Studies**

This Governance Report on Faculty Activities ends with a section of conclusions and recommendations on pages 27 and 28. A glossary of terms used in the report is provided on page 29.

Definitions

Tenured faculty are those who already hold tenure. The terms, tenure track, tenure eligible, or probationary refers to faculty for whom tenure is an expected outcome. Non-tenured faculty are those faculty appointed on a recurring contractual basis, but who are ineligible for tenure. This category includes adjunct and visiting faculty. Several tables refer to Other; it includes, for example, personnel in the military science program or P & S staff who teach orientation classes.

The tables which contain data on tenured and tenure track faculty include:

• Table 1.1	Faculty Effort (1999-2000)	(p. 5)
• Table 1.3a	Faculty Time Allocations (1999-2000)	(p. 7)
• Table 2.1a	Percentage of Total SCH Generated by All Faculty and Graduate Assistants (Fall 1999)	(p. 10)
• Table 2.1b	Percentage of Total SCH Generated by All Faculty, Graduate Assistants, and Others (1986-1999)	(p. 11)
• Table 2.2a	Proportion of SCH Generated by All Faculty & Graduate Assistant by Regent Universities (Fall 1999 by College)	(p. 12)
• Table 2.3	Student Credit Hours Generated per Instructional Full-time Equivalent (IFTE) (Fall 1999)	(p. 16)
• Table 2.4	Percentage Effort Devoted to Teaching Activities by Tenure and Probationary Faculty (by College) 1999-2000	(p. 17)

Definitions regarding specific faculty activities are found on pages 6 and 7.

Faculty Effort and Activities

In the area of faculty effort and activities, the data for 1999-2000 show average faculty workweeks of 59.6 hours at SUI, 57.0 hours at ISU, and 54.7 hours at UNI. The SUI figure represents an increase of slightly more than one hour per week above the previous reporting year. The ISU and UNI figures decreased slightly from the previous year. The averages are consistent with hourly averages reported for the past decade. At UNI, the weighted averages used for historical comparisons are slightly different from the average of all faculty today. Using the weighted average, the amount of time worked increased last year, as Table 1.2 indicates.

Regent university faculty exceed the number of hours per week worked by faculty as reported in a national survey. SUI's data indicate that tenured and tenure track faculty also average almost the same number of hours per week for teaching and other duties. Faculty at UNI continue to report the highest allocation of their effort to teaching activities (the university average teaching load is 12.8 credit hours), with faculty at SUI and ISU devoting relatively more effort toward sponsored and non-sponsored research endeavors. Current measures of faculty effort, including estimated time spent on teaching, research, and service activities, are self-reported through federally required forms and statistically representative campus surveys.

Faculty Instructional Workload

A primary measure of faculty instructional workload is student credit hours (SCH) generated. Students at the three Regent universities together earned 806,500 credit hours (Fall 1999), an increase from 800,009 credit hours in Fall 1998, an increase of slightly less than one percent. SUI's total SCH increased by 3,557 hours, reflecting a growth in student enrollments. ISU experienced a slight increase (+494) in SCH, from 308,230 in Fall 98 to 308,724 in Fall 99, reflective also of an enrollment increase. UNI's SCH hours increased by 2,460, from 168,564 in Fall 98 to 171,024 in Fall 99. In actuality, the proportion of total student credit hours generated by tenured and tenure track faculty increased slightly at SUI (from 62% to 63%), but decreased at both ISU and UNI. At ISU, the decline from 67% to 65% is a return to the percentage level of previous years. UNI experienced a shift from 69% to 65% (see Table 2.1b, page 11). These shifts are attributed to the retirement of experienced faculty members. The proportion of student credit hours generated by graduate teaching assistants declined 3% at SUI, increased at ISU (up 2%) and remained stable at UNI (1%). Adjunct and other non-tenure track staff were responsible for increased generation of student credit hours at UNI (up 4%) and SUI (up 1%), but remained at the same percentage at ISU.

The combined percentage of student credit hours generated by tenured and tenure track faculty varies markedly among the different colleges at each institution. For example, the percentage at SUI ranges from 91.4% (Law) to 56.1% (Education). At ISU tenured and tenure track faculty offer a range from

94.0% of the total SCH in Veterinary Medicine to 56.8% in the College of Liberal Arts and Sciences. The five colleges at UNI have a somewhat more narrow range of total SCH from the College of Social and Behavioral Sciences (69.8%) to the College of Education (61.3%). The three universities have similar SCH averages for tenured and tenure track faculty when all colleges are combined -- SUI (62.5%), ISU (64.7%), and UNI (64.2%).

Another measure of instructional productivity is the index of credit hours generated per instructional full-time equivalent (IFTE) instructional position. In Fall 1999, the average number of student credit hours generated by a full-time faculty member at UNI was 272. The comparable numbers for SUI and ISU were 209 and 196. There were substantial differences among colleges (see Table 2.3). At all three universities, non-tenure faculty who do not have research and service obligations generally carry heavier teaching workloads than their tenured and tenure track colleagues who are responsible for research and service activities.

Faculty Productivity

Measures of faculty productivity focus on such traditional "outputs" as student enrollment data, number of majors, degrees granted, and research and scholarship (including sponsored research grants, publications, and awards received). Regent governance reports have indicated enrollment increases at all three universities during the past year. The 13,510 degrees granted in 1998-99 represent an increase of approximately two percent over 1997-98, when 13,268 degrees were granted. The one percent increase is similar to the increase the previous year, when 13,177 degrees were granted. Institutional reports also detail substantial increases in dollars for sponsored research at each university ($469 million).

Faculty Portfolios

Four years ago the Board directed the universities to develop a common faculty portfolio database information system. Each university is making extensive use of faculty portfolios; however, a database system, per se, is not used. See pages 24-25 for a summary of some of the distinct initiatives described by each university in its report. The universities state their portfolio systems are in process of continuing refinements; the implementation of post-tenure review policies is one factor influencing the refinement of the portfolio systems. Collectively, these measures help portray the diversity of faculty responsibilities and their contributions to education, research, and public service for the benefit of all Iowans.

Peer Institutions

In 1997 the Board requested the use of comparative collegiate and/or departmental faculty workload information, where available, from each university's established group of peer institutions. When compared to data reported in national publications, such as Katrina Meyer's *Faculty Workload Studies* (1998), Regent university faculty are at or exceed the norms for hours spent on instruction, and the percentage of time spent on research compared with their peer institutions.
The data that the institutions submitted for these peer institution comparative reports are contained in the Regent Exhibit Book.

Background and Analysis:

1.0 Faculty Effort and Activities

Note: Faculty effort is defined as the amount of time associated with the various faculty activities, i.e., hours worked per week; *faculty activities examine the percentage of time associated with teaching, administrative duties, non-sponsored research, other sponsored activities, and university, public, and professional service.*

Regent university faculty continued to report full work schedules. SUI faculty reported working an average 59.6 hours per week, with 57.0 and 54.7 hours weekly reported at ISU and UNI, respectively (Table 1.1). At all Regent universities, the teaching activity remains the primary work of the faculty.

Each university's report includes descriptions of service and outreach work outside the classroom, such as advising, special projects, and sponsorship of student clubs. Extension activities are an important part of faculty effort in outreach at Iowa State University.

Table 1.1
Faculty Effort
Average Number of Hours Worked per Week
By Regent University Faculty, 1999-2000

	Tenured	Tenure Track	Non-tenure Track	Avg. (All Faculty)
SUI	59.4	61.1	57.4	59.6
ISU	56.9	59.2	52.2	57.0
UNI	55.2	57.2	49.8	54.7

Note: The sample for this survey consisted of 584 faculty members at SUI, 504 at ISU, and approximately 100 per category at UNI. National Average: 56.4 hours (for full-time professors at research universities) *Source: National Center for Education Statistics, Instructional Faculty and Staff in Higher Education: Fall 1987 and Fall 1992.*

The hours-worked-per-week averages for 1999-2000 are within a relatively constant range, which has been compiled now for more than ten academic years.

Table 1.2
Faculty Effort
Average Number of Hours Worked per Week by
Regent University Tenured and Tenure Track Faculty, 1984-2000

Year:	84-85	86-87	88-89	90-91	92-93	94-95	96-97	97-98	98-99	99-00
SUI	56.7	57.4	58.1	57.8	58.1	58.3 *	59.2	60.0	58.4	59.6
ISU	54.9	55.4	56.7	56.7	58.8	56.3	58.2 **	58.0	57.4	57.0
UNI	57.0	56.4	59.4	56.2	59.3	58.1	55.0	55.6	55.0	56.1 ***

*SUI data were for 1995-96 academic year
**No survey was reported in May 97 report for ISU
***Weighted average for tenured and tenure-track faculty

Another measure of faculty activity is the allocation of effort spent on teaching, research, and service (by percentages of time), which varies by professorial rank and institution. For example, senior faculty tend to spend more time with administrative responsibilities than those of other ranks. Reflecting its land grant mission, tenured and tenure track faculty at ISU devote significant effort to public service and research, while UNI faculty direct correspondingly more of their professional efforts toward teaching. The following two tables indicate percentages of time allotted to various categories of activities. Table 1.3a details the breakdown of time for tenured, probationary, and non-tenured faculty.

- The categories used in Tables 1.3a (page 7) and 1.3b (page 8) reflect a system which is used for reporting to federal agencies.

  Teaching: includes departmental instruction, as well as teaching paid for by State and federal funds, and through certain cost-sharing grants.

  Non-sponsored research: includes departmental research, research project undertaken for personal reasons, and in the case of ISU, Experiment Station funded research.

  Sponsored research: includes research and scholarship efforts funded through State, federal, and private sources (such as foundations), which may also include mandatory cost-sharing.

  Other sponsored activities: includes outreach and service activities which have federal or State funding.

Administrative Activities: includes non-sponsored administrative activities.

Other University Public and Professional Service: includes departmental outreach, extension-funded, and various non-sponsored service, both on campus and for professional organizations.

Table 1.3a
Faculty Time Allocations, 1999-2000
Faculty Effort (Percentages of Time)
For Tenured, Tenure-Track, Non-Tenured Faculty

	Tenured			Tenure-Track			Non-tenured		
	SUI	ISU	UNI	SUI	ISU	UNI	SUI	ISU	UNI
Teaching	50.0%	43.6%	55.0%	50.8%	42.4%	58.4%	83.7%	74.1%	84.7%
Nonspon-sored research	19.2%	25.4%	12.3%	24.9%	34.9%	16.4%	4.4%	7.4%	2.1%
Sponsored research	14.2%	8.5%	5.7%	15.5%	7.2%	5.4%	4.2%	6.2%	2.1%
Other sponsored activities (research /teaching /service)	1.3%	1.3%	4.8%	0.9%	0.9%	6.3%	1.1%	0.9%	4.7%
Administra-tive activities	13.5%	7.2%	11.2%	6.5%	1.9%	3.0%	3.7%	2.7%	3.6%
Other university public, & professional service	1.8%	14.0%	11.0%	1.4%	12.7%	10.5%	2.9 %	8.7%	2.8%
TOTAL: ALL ACTIVITIES	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 1.3b
Faculty Activities Allocations, 1998-99, 1997-98, 1996-97
(Percentages of Time, by Institution and Rank)

1998-99

	Professor			Associate Professor			Assistant Professor		
	SUI	**ISU**	**UNI**	**SUI**	**ISU**	**UNI**	**SUI**	**ISU**	**UNI**
Teaching	48.7%	41.1%	51.1%	51.9%	45.1%	55.3%	50.7%	52.4%	61.7%
Ns. resrch	18.8%	26.7%	13.1%	19.8%	24.4%	12.9%	24.9%	26.4%	14.5%
Sp. resrch	13.8%	9.4%	6.3%	14.7%	9.1%	5.8%	15.6%	6.2%	5.2%
Oth. resrch	1.4%	1.2%	4.2%	1.2%	1.3%	4.4%	0.9%	1.1%	5.2%
Admin.	15.6%	9.0%	15.3%	10.4%	4.9%	9.1%	6.5%	2.1%	3.3%
Service	1.7%	12.6%	10.0%	2.0%	15.2%	12.5%	1.4 %	11.7%	10.1%

1997-98

	Professor			Associate Professor			Assistant Professor		
	SUI	**ISU**	**UNI**	**SUI**	**ISU**	**UNI**	**SUI**	**ISU**	**UNI**
Teaching	51.2%	42.9%	57.2%	52.3%	47.6%	61.5%	53.9%	51.1%	69.8%
Ns. resrch	18.8%	26.8%	13.6%	20.5%	25.0%	12.4%	24.4%	27.4%	14.3%
Sp. resrch	10.9%	8.7%	4.9%	14.0%	6.5%	5.3%	14.4%	6.1%	2.7%
Oth. resrch	1.4%	1.4%	0.0%	1.0%	0.3%	0.0%	1.4%	1.0%	0.0%
Admin.	13.9%	8.5%	12.8%	10.7%	5.8%	1.5%	4.7%	2.2%	3.3%
Service	1.6%	11.8%	11.4%	1.4%	14.8%	12.4%	1.2%	12.2%	9.9%

1996-97

	Professor			Associate Professor			Assistant Professor		
	SUI	**ISU**	**UNI**	**SUI**	**ISU**	**UNI**	**SUI**	**ISU**	**UNI**
Teaching	51.3%	43.2%	56.5%	54.3%	46.2%	61.0%	55.1%	45.2%	66.4%
Ns. resrch	18.5%	26.1%	14.4%	19.9%	26.3%	14.9%	22.9%	30.1%	16.2%
Sp. resrch	12.8%	9.1%	3.5%	13.8%	6.1%	3.8%	13.5%	5.7%	3.5%
Oth resrch.	1.2%	1.3%	0.0%	1.0%	1.0%	0.0%	1.2%	0.8%	0.0%
Admin.	8.1%	8.5%	12.8%	7.5%	5.8%	8.43%	3.1%	2.3%	3.3%
Service	2.1%	11.8%	11.4%	1.4%	14.4%	12.4%	1.2%	15.7%	9.9%

Using the same definitions and categories, Table 1.3b (see page 8) indicates faculty time allotments for activities by rank (professor, associate professor, and assistant professor). Over the past three years, percentages of activities have remained relatively constant for the three ranks. However, there are some subtle shifts which reflect the distinct missions of the universities as reflected in certain categories. For example, at the research universities, faculty spend higher portions of time on non-sponsored and sponsored research activities than at the University of Northern Iowa.

At the University of Iowa, teaching is clearly the major activity of professors, although the total percentage of time spent teaching by professors has dropped from over 51% the past three years to 48.7% in 1998-99. Sponsored research and administrative duties have risen for professors over the same time period. The percentage of time teaching dropped slightly for associate and assistant professors. Service and sponsored research time has increased for faculty at those levels.

At Iowa State University, 48.7% of the total faculty effort is spent in teaching and another 31.8% on sponsored and non-sponsored research. Assistant professors devote the most effort of all ranks to instruction (52.4%), which is explained by their desire to develop new course materials for courses they teach. Service activities are high in every rank, from 9.0% to 15.2% of total faculty hours, reflecting the land grant mission of the University.

Teaching and service are the predominant faculty activities at the University of Northern Iowa, across ranks. A number of tenured faculty also have part-time administrative functions. Faculty who spend considerable time as department heads still teach one course each term. Non-tenured faculty, primarily assistant professors -- who are on the tenure track -- and others who are not eligible for tenure, spent the largest portion of their time teaching.

2.0 Faculty Instructional Workload

Note: Instructional workload describes the number of student credit hours and faculty credit hours generated in the teaching process.

Overview of Student Credit Hours Data

A common measure of faculty productivity considers the output of credit hours earned by students. The faculty at the Regent universities produced 806,500 student credit hours in fall semester 1999, an increase of almost one percent from fall semester 1998. The SCH increase can be attributed to higher undergraduate enrollments at the three institutions.

Student credit hours (SCH) are important measures of workload because they can indicate direct classroom contact with tenured, probationary, or non-tenure-track faculty and graduate assistants. SCH and Faculty Credit Hours (FCH) are

used to indicate what the average instructional workloads are at Regent universities. For example, using SCH data, it can be determined that in one of the colleges at a Regent university three out of five courses taken by students are taught by tenured/tenure track faculty, one out of five by a non-tenured faculty member, and one out of five taught by a graduate student.

Data on Student Credit Hours(SCH) and Faculty Generation of SCH

Table 2.1a
Percentage of Total Student Credit Hours Generated by All Faculty and Graduate Assistants (Fall 1999)

	Tenured	Tenure-Track	Non-Tenured	Graduate Assistant	Other*	%	Total SCH
SUI	50.2%	12.3%	20.4%	17.1%	--	100%	(326,752)
ISU	50.6%	14.2%	22.4%	12.9%	--	100%	(308,724)
UNI	46.6%	17.6%	32.3%	1.3%	2.2%	100%	(171,024)

*UNI – taught by individuals outside regular faculty appointments, such as military science.

In the past decade the overall percentage of total student credit hours generated by tenured and probationary faculty at Regent universities has generally increased, while credit hours generated by non-tenure track faculty and graduate teaching assistants have decreased. As Table 2.1b (page 11) indicates, the percentages (in all three categories) have remained essentially the same at SUI, although there has been a drop in the percentage of graduate teaching assistants. At ISU, there has been an decrease in student credit hours taught by tenured and tenure track faculty (from 67% to 65%) and a corresponding increase by graduate teaching assistants. AT UNI there has been a decrease in student credit hours taught by tenured and tenure track faculty from 69% to 65% with a corresponding increase in teaching by non-tenured teaching faculty. Teaching by graduate assistants has remained at about 1%.

Data on Student Credit Hours Related to Regent Colleges Over Time

Table 2.2a (page 12) provides an overview of instructional productivity, as measured by student credit hours generated, according to category of instructor by college within each institution for the fall semester of 1998.

Table 2.2b (pages 13 and 14) shows the same measure over five years. The comparative column from Table 2.2a to be used for Tenured and Tenure Track faculty is the fourth column.

A conclusion inferred from Tables 2.2a and 2.2b is that the Regent colleges that focus on programs such as business, engineering, and the health professions have higher proportions of tenured and tenure track faculty engaged in teaching than other colleges.

Table 2.1b
Percentage of Total Student Credit Hours Generated by All Faculty, Graduate Assistants, and Others (1986-1999)*

		Tenured and Probationary Faculty	Non-tenure Track Faculty	Graduate Teaching Assistants	Other**
SUI	1986	42%	21%	37%	--
	1991	46%	13%	41%	--
	1993	64%	15%	21%	--
	1995	61%	18%	20%	--
	1996	62%	18%	20%	--
	1997	62%	19%	19%	--
	1998	62%	19%	20%	--
	1999	63%	20%	17%	--
ISU	1987	59%	24%	17%	--
	1991	65%	16%	19%	--
	1993	63%	17%	16%	5%
	1995	63%	20%	13%	4%
	1996	64%	21%	12%	3%
	1997	64%	19%	12%	5%
	1998	67%	22%	11%	--
	1999	65%	22%	13%	--
UNI	1987	65%	34%	--	1%
	1991	76%	23%	--	1%
	1993	75%	24%	--	1%
	1995	76%	22%	--	1%
	1996	76%	22%	--	2%
	1997	72%	27%	--	1%
	1998	69%	28%	1%	2%
	1999	65%	32%	1%	2%

*The reporting years reflect a change in Board requests for data; after 1995, data has been reported annually.
**UNI – taught by individuals outside regular faculty appointments, such as military science.

Table 2.2a
Proportion of Student Credit Hours (SCH) Generated by
All Faculty & Graduate Assistants at Regent Universities -- Fall 1999 (by College)

University of Iowa

		% SCH Generated in Fall 99 by:				
	Total SCH:	Tenured	Tenure Track	Combined Tenured/TT.	Non-Tenured	Graduate Assistants
College:						
Business	37,118	44.0 %	16.7%	60.7%	27.9%	11.4%
Dentistry	4,232	77.4%	11.2%	88.6%	11.4%	0.0%
Education	18,705	43.5%	12.6%	56.1%	35.7%	8.2%
Engineering	9,894	59.1%	31.2%	90.3%	9.7%	0.0%
Graduate College	941	69.6%	3.5%	73.1%	26.9%	0.0%
Law	9,739	84.9%	6.5%	91.4%	8.6%	0.0%
Liberal Arts	211,081	47.1%	11.0%	58.1%	18.1%	23.8%
Medicine	22,727	66.3%	9.7%	76.0%	24.0%	0.0%
Nursing	5,497	76.5%	3.3%	79.8%	20.2%	0.0%
Pharmacy	5,086	25.9%	33.4%	59.3%	40.7%	0.0%
Public Health	1,732	83.2%	2.3%	85.5%	14.5%	0.0%
Totals	326,752	50.2%	12.3%	62.5%	20.4%	17.1%

Iowa State University

		% SCH Generated in Fall 99 by:				
	Total SCH:	Tenured	Tenure Track	Combined Tenured/TT.	Non-Tenured	Graduate Assistants
College:						
Agriculture	26,671	81.6%	13.7%	95.3%	2.9%	1.7%
Business	24,531	38.5%	24.2%	62.7%	37.3%	0.0%
Design	16,889	44.0%	14.2%	58.2%	32.9%	8.9%
Education	17,637	42.3%	16.7%	59.0%	31.2%	9.8%
Engineering	32,160	65.4%	14.7%	80.1%	10.5%	9.4%
Family/Consumer Sc.	14,709	46.3%	24.5%	70.8%	16.4%	12.7%
Liberal Arts/Sc.	169,421	45.2%	11.6%	56.8%	24.8%	18.4%
Veterinary Medicine	6,706	87.7%	6.3%	94.0%	6.0%	0.0%
Totals	308,724	50.6%	14.1%	64.7%	22.4%	12.9%

University of Northern Iowa

		% SCH Generated in Fall 99 by:				
	Total SCH:	Tenured	Tenure Track	Combined Tenured/TT.	Non-Tenured	Graduate Assistants
College:						
Business	23,119	54.7%	7.6%	62.3%	36.0%	0.0%
Education	34,835	44.3%	17.0%	61.3%	34.6%	0.3%
Humanities & Fine Arts	40,739	50.8%	15.9%	66.7%	27.2%	3.7%
Natural Sciences	34,947	40.6%	20.2%	60.8%	35.9%	1.8%
Social/Behavioral Sc.	36,580	45.7%	24.0%	69.7%	30.1%	0.0%
Other	704	00.0%	00.0%	00.0%	34.7%	0.0%
Totals	171,024	46.6%	17.6%	64.2%	32.3%	1.3%

Table 2.2b
Percentages of Student Credit Hours (SCH) Generated by Faculty and Graduate Assistants (by College)
At Regent Universities (Fall 95 through Fall 99)

University of Iowa

College		Fall 95	Fall 96	Fall 97	Fall 98	Fall 99
Business	T/TT	74.6	68.6	75.0	70.4	60.7
	NT	10.3	19.7	10.9	18.5	27.9
	GA	15.1	11.7	14.0	11.1	11.4
Dentistry	T/TT	98.6	98.9	93.1	81.5	88.6
	NT	01.4	01.1	06.9	18.5	11.4
	GA	00.0	00.0	00.0	00.0	00.0
Education	T/TT	58.6	53.2	58.8	55.5	56.1
	NT	26.1	25.9	26.4	30.2	35.7
	GA	15.3	20.9	14.7	14.4	08.2
Engineering	T/TT	92.1	95.4	92.2	87.6	90.3
	NT	07.2	03.5	07.1	11.6	09.7
	GA	00.7	01.1	00.7	00.8	00.0
Graduate Coll.	T/TT	93.8	86.9	92.2	90.8	73.1
	NT	06.2	13.1	07.8	09.2	26.9
	GA	00.0	00.0	00.0	00.0	00.0
Law	T/TT	89.2	90.2	89.3	89.7	91.4
	NT	10.8	09.8	10.7	10.3	08.6
	GA	00.0	00.0	00.0	00.0	00.0
Liberal Arts	T/TT	53.9	55.7	55.1	56.4	58.1
	NT	18.9	17.0	18.9	17.0	18.1
	GA	27.2	27.4	26.0	26.6	23.8
Medicine	T/TT	64.1	77.2	59.8	70.9	76.0
	NT	35.9	22.8	40.2	29.1	24.0
	GA	00.0	00.0	00.0	00.0	00.0
Nursing	T/TT	93.0	89.3	92.2	81.7	79.8
	NT	07.0	10.7	07.8	10.1	20.2
	GA	00.0	00.0	00.0	08.2	00.0
Pharmacy	T/TT	87.2	65.0	87.8	69.0	59.3
	NT	12.6	35.0	12.1	31.0	40.7
	GA	00.2	00.0	00.1	00.0	00.0
Public Health	T/TT	n/a	n/a	n/a	n/a	85.5
	NT	n/a	n/a	n/a	n/a	15.5
	GA	n/a	n/a	n/a	n/a	00.0

Note: All numbers are percentages

T/TT = Tenured and Tenure Track faculty
NT = Non-tenured faculty
GA = Graduate Assistants

(Table 2.2b continued on next page)

Table 2.2b (continued)

Iowa State University

College		Fall 95	Fall 96	Fall 97	Fall 98	Fall 99
Agriculture	T/TT	83.8	90.3	91.9	94.8	95.3
	NT	10.9	07.0	04.2	03.7	02.9
	GA	05.3	02.7	03.9	01.5	01.7
Business	T/TT	64.6	62.1	58.7	61.5	62.7
	NT	35.4	37.9	41.3	38.5	37.3
	GA	00.0	00.0	00.0	00.0	00.0
Design	T/TT	55.8	58.8	56.6	64.6	58.2
	NT	38.4	35.5	30.3	26.2	32.9
	GA	04.8	05.7	13.1	09.2	08.9
Education	T/TT	52.4	48.0	46.8	54.1	59.0
	NT	37.3	39.2	42.2	34.8	31.2
	GA	10.3	12.8	11.0	11.1	09.8
Engineering	T/TT	76.0	79.6	79.5	84.6	80.1
	NT	16.9	13.1	12.7	08.6	10.5
	GA	07.1	07.3	07.8	06.8	09.4
Family &	T/TT	83.1	77.7	71.5	75.4	70.8
Consumer Sc..	NT	15.0	15.8	24.3	18.1	16.4
	GA	01.9	06.5	04.2	06.5	12.7
Liberal Arts	T/TT	56.5	58.1	57.4	58.7	56.8
	NT	24.3	24.9	26.0	25.1	24.8
	GA	19.2	17.0	16.6	16.2	18.4
Vet.	T/TT	n/a	n/a	89.9	95.4	94.0
Medicine	NT	n/a	n/a	10.1	04.4	06.0
	GA	n/a	n/a	00.0	00.2	00.0

Note: All numbers are percentages

T/TT = Tenured and Tenure Track faculty
NT = Non-tenured faculty
GA = Graduate Assistants

University of Northern Iowa

College		Fall 95	Fall 96	Fall 97	Fall 98	Fall 99
Business	T/TT	80.2	77.1	70.3	66.0	62.3
	NT	19.8	18.8	29.2	32.5	36.0
	GA	n/a	n/a	n/a	00.0	00.0
Education	T/TT	81.3	76.5	70.2	71.1	61.3
	NT	18.7	20.1	27.4	25.1	34.6
	GA	n/a	n/a	n/a	00.2	00.3
Humanities	T/TT	76.1	80.6	76.4	72.7	66.7
& Fine Arts	NT	23.9	18.7	23.1	25.7	27.2
	GA	n/a	n/a	n/a	00.6	03.7
Natural	T/TT	67.4	69.7	67.8	62.5	60.8
Sciences	NT	32.6	29.2	31.4	34.0	35.8
	GA	n/a	n/a	n/a	01.1	01.8
Social &	T/TT	80.8	78.1	75.8	72.8	69.8
Behav. Sc.	NT	19.2	20.9	23.9	26.2	30.1
	GA	n/a	n/a	n/a	00.0	00.0
Other	T/TT	00.0	00.0	04.1	00.0	00.0
	NT	100.0	06.0	82.4	23.0	34.7
	GA	n/a	n/a	n/a	00.0	00.0

Note: All numbers are percentages

T/TT = Tenured and Tenure Track faculty
NT = Non-tenured faculty
GA = Graduate Assistants

Overview of Student Credit Hours as Related to Instructional Full-Time Equivalents

Comparisons with peer research institutions indicate that ISU and SUI generally do as well or better than their peers in the percentage of student credit hours generated by tenured and probationary faculty. UNI is "in the middle" relative to its peer institutions, in terms of generated credit hours (SCHs) per instructional full-time equivalent (IFTE).

The proportion of total student credit hours generated by tenured and probationary faculty varies significantly by college at the two research universities. Most vocational and professional colleges (agriculture, engineering, dentistry, law, medicine, nursing) tend to have a higher output of credit hours taught by tenured and probationary faculty than do colleges of liberal arts or education.

Instructional productivity can be measured by the input-output ratio of student credit hours to the number of instructional full-time equivalent teaching positions. UNI has the highest ratio of IFTE, followed by ISU and SUI. Faculty in business administration at all three universities achieve the highest productivity ratio on this scale. Non-tenure-track instructors and graduate assistants contribute significantly to this achievement.

Student Credit Hour Data as Related to Instructional Full Time Equivalents

Another method of examining instructional workload is to compare student credit hours (SCH) to the number of instructional full-time equivalent (IFTE) positions that generated the credit hours, providing an input-output ratio or workload index.

Table 2.3 (page 16) provides SCH/IFTE measures for Fall 1999 according to tenure status by college at each university. UNI has the highest total index at 272 SCH per IFTE, followed by SUI (209) and ISU (196).

Table 2.4 (page 17) reports an indicator of teaching effort. This table shows the percentage differences between already tenured in comparison with tenure track faculty, relative to teaching assignments. These data on teaching percentages by college are important to keep in mind as consideration is given to IFTE and SCH data. What is most evident is that teaching remains of prime importance. At SUI, the average percentage effort devoted to teaching by tenured faculty declined to 50.0% from 51.6%; the percentage devoted to teaching by tenure track faculty declined from 54.1% to 50.8%. At ISU, the tenured faculty percentage fell from 44.8% to 43.6%, while the tenure track faculty percentage rose from 41.8% to 42.4%. At UNI, the tenured faculty percentage of time devoted to teaching went from 61.5% to 59.7%. The tenure track faculty percentage remained virtually the same (64.8% to 64.7%).

Table 2.3
Student Credit Hours (SCH) Generated per
Instructional Full-Time Equivalent (IFTE)
All Faculty & Graduate Assistants (by College)
At Regent Universities (Fall 1999)

University of Iowa

College	Tenured	Tenure Track	Non-Tenured	Graduate Assistant	Average
Business	292	427	580	515	385
Dentistry	91	36	24	0	61
Education	149	112	400	176	185
Engineering	139	144	311	0	149
Graduate College	185	0	112	0	163
Law	275	318	172	0	263
Liberal Arts	229	167	334	250	238
Medicine	116	76	141	0	115
Nursing	198	48	61	0	127
Pharmacy	96	120	152	0	122
Public Health	132	12	81	0	100
Avg.: All Colleges	**197**	**153**	**263**	**257**	**209**

Iowa State University

College	Tenured	Tenure Track	Non-Tenured	Graduate Assistant	Average
Agriculture	301	286	150	37	259
Business	235	372	741	0	358
Design	166	126	170	67	142
Education	154	128	249	138	167
Engineering	164	118	187	59	135
Family/Consumer S.	184	255	391	241	226
Liberal Arts & Sc.	226	184	382	129	213
Veterinary Medicine	100	68	37	0	85
Avg.: All Colleges	**191**	**192**	**288**	**84**	**196**

University of Northern Iowa

College	Tenured	Tenure Track	Non-Tenured	Graduate Assistant	Other	Average
Business Adm.	287	282	449	n/a	792	333
Education	202	205	466	172	396	258
Humanities & FA	200	190	320	333	312	227
Natural Sciences	218	214	510	242	309	275
Social/Behav. Sc.	293	259	492	n/a	168	322
Other	n/a	n/a	104	n/a	697	235
Avg: All Colleges	**230**	**220**	**431**	**290**	**387**	**272**

Table 2.4
Percentage Effort Devoted to Teaching Activities by Tenure and Tenure Track Faculty (by College)
1999-2000

University of Iowa

College	Tenured	Tenure Track
Business	46.6%	58.7%
Dentistry	58.9%	61.0%
Education	69.4%	65.1%
Engineering	45.1%	49.5%
Graduate College	n/a	n/a
Law	50.3%	n/a
Liberal Arts	48.3%	47.9%
Medicine	48.8%	46.1%
Nursing	55.4%	82.8%
Pharmacy	45.6%	45.5%
Public Health	n/a	n/a
Average: All Colleges	**50.0%**	**50.8%**

Iowa State University

College	Tenured	Tenure Track
Agriculture	29.5%	27.6%
Business	41.5%	43.4%
Design	61.3%	59.2%
Education	47.8%	51.9%
Engineering	50.0%	44.5%
Family/Consumer Sciences	55.6%	54.2%
Liberal Arts & Sciences	51.0%	46.2%
Veterinary Medicine	34.5%	35.1%
Other	4.4%	14.1%
Average: All Colleges	**43.6%**	**42.4%**

University of Northern Iowa

College	Tenured	Tenure Track
Business	51.2%	54.3%
Education	61.1%	68.0%
Humanities & Fine Arts	62.7%	63.8%
Natural Sciences	62.7%	66.2%
Social/Behaviorial Sciences	55.8%	62.6%
Other	53.0%	00.0%
Average: All Colleges	**59.7%**	**64.7%**

Not surprisingly, as shown on Table 2.3, non-tenure track faculty who do not carry significant research or service obligations typically have a higher SCH/IFTE workload ratio than do tenured and probationary faculty. Among the more extreme variations reported this year (more than 50% above or below the college average) The graduate assistant category is excluded.

Student Credit Hours/Instructional Full-time Equivalent
(see glossary, page 29 for definitions)

	Average Faculty	Tenure Track Faculty	Non-Tenure-Track Faculty
• SUI Dentistry	61	---	24
• SUI Education	185	---	400
• SUI Engineering	149	---	311
• SUI Nursing	127	48	---
• SUI Public Health	100	12	---
• ISU Business	358	---	741
• ISU Education	167	---	249
• ISU Liberal Arts and Sciences	213	---	382
• UNI Education	258	---	466
• UNI Natural Sciences	275	---	510
• UNI Social/Behav. Sciences	322	---	492

Table 2.4 (page 17) provides corollary information on the percentage of teaching activities by tenured and probationary faculty. These data illustrate that the input of time spent on teaching activities is not necessarily in direct proportion to outputs of SCH and SCH/IFTE.

Interpretations of Student Credit Hours and Student Credit Hours/Instructional Full Time Equivalent Data

The University of Northern Iowa has a distinct institutional mission that places primary emphasis on undergraduate education. It generally fares well in accountability measures that value teaching. Looking at Fall 1999 data compared with the four previous years of data (Table 2.2a and 2.2b) for UNI, one observes that in three colleges (Education, Humanities & Fine Arts, and Social & Behavioral Sciences) the percentages of SCH taught by tenured and tenure track faculty declined to their lowest points in five years while the use of non- tenured faculty rose correspondingly to the highest levels in five years. The College of Business Administration increased the percentage of SCH by tenured and tenure track faculty closer to levels of three and four years ago.

The Liberal Arts colleges and the Colleges of Education at SUI and ISU have the lowest percentages of credit hours generated by tenured and tenure track faculty on their campuses. (At ISU, the College of Design also has a low percentage of tenured and tenure track faculty generating SCH.) They have among the highest proportion of credit hours generated by graduate teaching assistants on their campuses. What that reflects is the number of graduate programs offered by a college, as well as its service mission, which includes training the next generation of faculty. The significance of this distribution pattern is compounded by the fact that these colleges generate well over half of all student credit hours at their respective universities.

Nearly all professional schools at the University of Iowa generate the vast majority of their student credit hours from courses taught by tenured and probationary faculty. Six of SUI's eleven colleges, (Dentistry, Engineering, Law, Medicine, Nursing, and Public Health) had more than three-fourths of their credit hours generated by tenured and tenure track faculty in Fall 1999.

Similarly, the Colleges of Veterinary Medicine, Agriculture, and Engineering at ISU have all generated 75% or more of their student credit hours with tenured and probationary faculty during the past four years.

Over the past five years, the following trends regarding total SCH can be noted at the two research universities:

- SUI -- The College of Business has dropped 14% in percentage of total SCH taught by tenured and tenure track faculty, reflecting substantial growth of on- and off-campus enrollments over the five-year period. The number of tenured and tenure track faculty has not changed. Over the same period, the SCH per IFTE has increased 12%.
- SUI -- The College of Liberal Arts and Sciences increased the percentage of SCH by tenured and tenure track faculty to its highest level in five years, although graduate teaching assistants still account for approximately one-fourth of the total SCH.
- SUI -- The College of Pharmacy has dropped from 87.8% of tenured and tenure track faculty covering total SCH to 59.3%. This reflects an increased number of clerkships required by the new Pharm.D. curriculum which are overseen by practicing pharmacists.
- ISU -- The percentage of student credit hours taught by tenured and tenure track faculty is going up in the College of Agriculture and is at its highest percentage in five years in the College of Education.
- ISU -- The total student credit hours taught by tenured and tenure track faculty in the College of Family and Consumer Science is at its lowest percentage in five years.

The university reports provide breakdowns of SCH and instructional workload by gender. The general conclusion is that male and female professors, by rank, have similar ratios for SCH /IFTEs and Faculty Credit Hour (FCH) data.

As noted earlier, the student credit hours at SUI increased this past reporting year, due to an increase in enrollment. While the IFTE remained close to the same, there was a small increase in the ratio of SCH to IFTE (209/IFTE in 1999 compared to 206/IFTE in 1998). Tenured and tenure track faculty taught a larger percentage of total SCH in Fall 1999 (62.5%) compared to Fall 1998 (61.9%). At ISU, there was a similar pattern of SCH per IFTE. Of significance is the decline for tenured faculty (from 802.91 IFTE for the full year in 1998 to an IFTE of 767.92 for 1999). The IFTE for tenure eligible faculty increased during that period, from 205.17 in 1998 to 238.57 in 1999. Such a trend reflects the retirement of senior faculty with instructional commitments and replacements with faculty beginning their careers.

At UNI, the largest numbers of SCH are found in the College of Humanities and Fine Arts and the College of Social and Behavioral Sciences, both of which have significant numbers of general education courses.

The liberal arts colleges at SUI and ISU, as already noted, have relatively low percentages of total SCH taught by tenured and tenure track faculty, but Table 2.3 illustrates that they have relatively high SCH/IFTE productivity.

Two years ago and again this year (Fall 1997 and Fall 1999) the colleges of business at the three universities had the highest total SCH/IFTE ratios.

3.0 Faculty Productivity

Note: Faculty productivity describes the process of transforming the inputs [i.e., number and quality of new students, faculty effort, library holdings] into outputs [e.g., degrees awarded, student majors in courses, scholarly and artistic activities, research findings, and clinical service].

Degrees Granted

Each university reports on the number of degrees granted. Table 3.1 (page 22) indicates the figures for 1998-99 by university and college. The number of degrees awarded increased to 13,510 from the previous year's figure of 13.268. Table 3.2 (page 23) shows comparative data for the years 1995-96 through 1998-99. At ISU, the number of degrees granted decreased 3.1% from 5,105 to 4.945. For UNI, the 2,767 degrees granted was the largest number granted in one year in the history of the university.

Approximately 73 percent of the degrees granted at the three universities were bachelor degrees. At ISU and SUI, the liberal arts colleges offer the highest number of degrees, while at UNI, the College of Education awarded more than any other college. At UNI and SUI, the business colleges awarded the second largest number of degrees while the College of Engineering at ISU awarded the second highest number of degrees, a pattern repeated from last year.

The National Opinion Research Center's report on doctorate recipients (issued in 1999, but reporting statistics through 1998) indicated that 115 higher education institutions in the United States confer 79.8% of the doctorates granted per year. On average, each of these institutions graduated 300 students per year. Both the University of Iowa and Iowa State University are in this group of institutions and are close to the national average.

Majors

Within each university's report is a further delineation of students by majors. The University of Iowa reports that the number of undergraduate majors increased from 28,705 in Fall 1998 to 28,846 in Fall 1999. The Colleges of Liberal Arts and Sciences have the largest number of majors at SUI (15,071 in Fall 1998) and ISU (6,091). At UNI, the College of Business had the largest number of majors (2,672) in the Fall of 1999; UNI's College of Education, which had the largest number of majors in 1998, was second in the number of majors in the Fall of 1999, with 2,485.

Sponsored Research

A faculty active in research and scholarship is essential to further the mission of the institutions, demonstrate quality, and promote economic activity in the state. The strategic plans of the universities, linked to the Board of Regents' strategic plan, specifically address research efforts by faculty. The plans include benchmarks, indicators, and in some cases, targets, which are reflected in the data presented in this report. Table 4.2 in the SUI report, for example, indicates its targeted indicators and progress indicators. The other two universities should consider including their related indicators and benchmarks in the reports for next year.

Sponsored research activities are especially important at research universities. At both SUI and ISU, funding has been increasing over recent years (in 1997-98, it was $217.0 million at SUI and $156.2 million at ISU). At SUI, research awards increased by $40 million or over 20 percent in 1998-99. At ISU, sponsored funding for fiscal year 1999 increased significantly over fiscal year 1998. Over $199 million was received. UNI reports that sponsored project awards totaled $10 million in this reporting year. Faculty at UNI submitted 140 proposals this year. In the same twelve months, 102 proposals were awarded to individual faculty and the university from federal government, state government, and private sources.

Additional data on the research activities of the faculties is found in the Technology Transfer and Economic Development annual governance reports. This report focuses more on the instructional activities of the faculty.

Table 3.1
Degrees Granted at Regent Universities
(by College)
1998-99

University of Iowa

College:	Bachelors	1st Professional	Masters	Doctorate	Total
Business	647	0	308	9	964
Dentistry	0	69	14	2	85
Education	232	0	178	70	480
Engineering	216	0	64	31	311
Graduate College	0	0	0	0	0
Law	0	211	4	0	215
Liberal Arts	2,323	0	571	151	3,045
Medicine	36	165	100	33	334
Nursing	219	0	54	5	278
Pharmacy	5	67	5	9	86
Public Health	n/a	n/a	n/a	n/a	n/a
Ttl: All Colleges	**3,678**	**512**	**1,298**	**310**	**5,798**

Iowa State University

College:	Bachelors+	1st Professional	Masters	Doctorate	Total
Agriculture	569	0	78	46	693
Business	636	0	82	0	718
Design	254	0	52	0	306
Education	401	0	104	23	528
Engineering	694	0	156	46	896
Family /Con. Sc.	289	0	35	18	342
Liberal Arts & Sc.	975	0	210	95	1,280
Vet. Medicine	0	94	12	8	114
Interdepart./Libr.	0	0	47	21	68
Ttl: All Colleges	**3,818**	**94**	**776**	**257**	**4,945**

+second majors are not included in university totals

University of Northern Iowa

College:	Bachelors	1st Professional	Masters	Doctorate	Total
Business	496	0	37	0	533
Education	553	6	195	5	759
Human. & FA	372	0	111	0	483
Nat. Sciences	309	0	52	2	363
SBSciences	469	0	34	0	503
Other	126	0	0	0	126
Ttl: All Colleges	**2,325**	**6**	**429**	**7**	**2,767**
Regent Totals	**9,821**	**612**	**2,503**	**574**	**13,510**

Table 3.2
Total Degrees Granted
At Regent Universities (by College)
1995-96, 1996-97, 1997-98, 1998-99

University of Iowa

College	95-96	96-97	97-98	98-99	CollegeTotals
Business	878	884	824	964	3,550
Dentistry	86	91	92	85	354
Education	460	442	461	480	1,843
Engineering	355	351	312	311	1,329
Law	235	239	223	215	912
Liberal Arts	2,705	2,889	2,982	3,045	11,621
Medicine	380	361	354	334	1,429
Nursing	231	233	225	278	967
Pharmacy	79	112	111	86	388
Public Health	n/a	n/a	n/a	n/a	n/a
Total: All Colleges	**5,409**	**5,602**	**5,584**	**5,798**	**22,393**

Iowa State University

College	95-96	96-97	97-98	98-99	College Totals
Agriculture	647	695	698	693	2,733
Business	597	640	724	718	2,679
Design	373	332	307	306	1,318
Education	540	485	504	528	2,057
Engineering	884	932	947	896	3,659
Family/Cons. Sc.	345	340	375	342	1,402
Liberal A & Sc.	1,399	1,355	1,357	1,280	5,391
Vet. Medicine	124	114	114	114	466
Interdepart./Library	*69*	*69*	*79*	*68*	*285*
Total: All Colleges	**4,978**	**4,962**	**5,105**	**4,945**	**19,990**

University of Northern Iowa

College	95-96	96-97	97-98	98-99	College Totals
Business	513	517	533	533	2,096
Education	666	674	653	759	2,752
Humanities & FA	422	479	461	483	1,845
Natural Sciences	307	348	343	363	1,361
Social/Behavioral Sc.	467	463	441	503	1,874
Other	137	132	148	126	543
Total: All Colleges	**2,512**	**2,613**	**2,579**	**2,767**	**10,471**
Regent Totals	**12,899**	**13,177**	**13,268**	**13,510**	**52,854**

4.0 Faculty Portfolios

In February 1997, the Board instructed the universities "to develop a common portfolio database information system" both for the institutional management of faculty workloads and for the Board's oversight of workload issues. The three universities held several meetings to design the basic structure and common data elements of a computerized information system. A progress report on the database was submitted to the Board in December 1997.

Common Set of Indicators

Over time, representatives from the universities have developed a set of mutual indicators which are the basis of faculty portfolios rather than what was originally envisioned, a Common Faculty Portfolio Database Information System. The May 1998 report on Faculty Activities indicated that a common set of indicators had been developed in the areas of teaching, research/scholarship and creative endeavors. Some of these measures are now reflected in the Board's performance indicators (examples: number of sponsored funding proposals submitted; number of sponsored funding proposals awarded; and undergraduate student credit hours generated by faculty).

The three universities have found it difficult to reach agreement in the area of service/outreach. The distinctive missions of the three universities contribute to the difficulty in using common criteria. Over the past few years, ISU has developed its definition in the areas of extension and service. As reported in Table 4.4 of ISU's report, faculty now provide information in the following categories:

a) number of clients *within* the State of Iowa served through one-to-one interactions;
b) number of clients *outside* the State of Iowa served through one-to-one interactions:
c) number of group events *within* the State in which clients were served;
d) number of group events *outside* the State of Iowa in which clients were served;
e) number of instances of faculty service in an advisory role to organization or groups *within* and *outside* the State of Iowa;
f) number of instances of service to the university; and
g) number of instances of activity that serve the profession.

In summary, there is still no agreement among the three universities on reporting service and outreach activities of the faculty, although all have a system in place of gathering data from faculty portfolios.

Current Practice

At SUI every department and college is required to establish unit norms for faculty portfolios. In addition, beginning in 1998-99, the Office of the Provost began implementation of the Post-Tenure Effort Allocation Policy (PTEAP), which requires that all tenured faculty members establish whether their allocation of effort for the coming year will fall within unit norms. In 1999-2000, 411 tenured faculty members had individualized portfolios. Within that group, 24% had greater-than-norm instructional requirements, 35% had greater-than-norm research requirements, 23% had greater than norm service responsibilities, and 18% had greater-than-norm clinical service responsibilities.

The faculty portfolio concept and system at ISU is implemented through two complementary processes now in place. The first is the development of Position Responsibility Statements (PRS) for each tenure track and tenured faculty member. The second is the Faculty Activity System (FAS) which provides quantifiable information related to the PRS and departmental goals. The latter information is contained, in summary, in the tables of this report related to faculty activity. The PRS defines work expectations, forms the basis for the annual reviews, and serves as a guide for other reviews -- tenure, promotion, and most recently, post-tenure review. The FAS reflects faculty as well as departmental output and provides department executive officers with information useful in determining whether departmental goals were met. In this year's report, ISU provided "case studies" of four departments and their similar but different uses of PRS and FAS forms. The departments are: Human Development and Family Studies, Horticulture, Physics, and Chemical Engineering.

At the University of Northern Iowa, a "teacher/scholar" model is the basis for evaluation. The stated course workload for tenured and tenure track faculty is nine credit hours per semester. Non-tenure track faculty are assigned almost exclusively to teaching duties and 12 credit hours is a standard full-time load. UNI's practice is that each department specifically articulates its expectations for faculty in each of the three areas: teaching, scholarship and creative activity, and service. Annually, the faculty member and department head consult on the portfolio assignment. The yearly performance evaluation process includes written feedback consistent with the assignment and established criteria for evaluation.

Observation and Recommendation

All three universities have now developed post-tenure review policies. On behalf of the Board of Regents, the Board Office needs to meet with university officials to review the extent to which the "systems" are in place and meeting the Board's expectations for database information.

5.0 Peer Institution Studies

In 1997 the Board asked the universities to gather annual information about collegiate and departmental faculty workloads at peer institutions. Historically, this report has included these data. In theory, peer institution data should provide meaningful comparative statistics, so that universities may learn of their own and other institutions' strengths and weaknesses. In practice, use of such data is often limited. For example, peer institutions of similar student enrollments may be organized along different collegiate or departmental lines. For example, two years ago ISU was able to find comparative data for only 41, or 69%, of its departments. Some of the selected peer institutions may not participate in national surveys from year to year. The Regent universities are part of an effort comparing faculty course loads sponsored by the Joint Commission on Accountability Reporting (JCAR), coordinated by the University of Delaware. Unfortunately, for financial reasons, the *National Study of Instructional Costs and Productivity* omitted schools in UNI's comprehensive university category this year. Also, this year, some important data will not be available from the University of Delaware until late May.

Not all of SUI's and ISU's Regent-approved peer group institutions are currently participating in the JCAR study. SUI and ISU have therefore separately identified some additional Carnegie Research I institutions from the JCAR study to include in their peer groups. The SUI peers are identified on the first page of Attachment A. ISU dropped Texas A & M from its list of peer institutions and substituted Ohio State University last year.

Attached to this report are tables provided by SUI, ISU, and UNI regarding their comparisons with peer institutions. The SUI and ISU data provide departmental comparisons of the distribution of SCH by faculty categories. UNI's Table 5 provides data on instructional full-time equivalents, faculty credit hours, and student credit hours from its peer institutions.

- *Attachment A* *The University of Iowa*
  - *Table 5* *Peer Group for the University of Iowa (page 30)*
  - *Table 5.1* *Distribution of Student Credit Hours by Faculty Category (Peer Comparisons -- Fall 1998)(page 31)*

Among the aggregate of 34 comparable departments and/or colleges listed in the SUI peer group analysis for Fall 1998, undergraduate student credit hours generated by tenured and tenure track faculty at SUI were higher in 21 departments, and lower in 13.

At the undergraduate level, SUI had an average of 65% SCH generated by tenured and probationary faculty, while the peer group had an average of 59%.

- *Attachment B Iowa State University*
  - *Table 5.0 Distribution of Student Credit Hours by Faculty Category (Peer Comparisons -- Fall 1997; ISU Fall 1998) (pages 32-33)*

Not all of the 11 peer institutions of ISU participate in the Delaware study. The ten peers selected for ISU for this comparative study are all land grant universities or in a land grant system. The universities selected for peer study are listed in the ISU report.

Among the aggregate of 45 comparable departments listed in the ISU peer group analysis for Fall 1998, undergraduate student credit hours generated by tenured and tenure track faculty at ISU were higher in 21 departments, the same in three, and lower in 21.

Unique to this year's report is a capsule statement on what has been gained from the peer comparisons, college by college (ISU A-2, pages 6-7).

- *Appendix C University of Northern Iowa*
  - *Table 5 Peer Institution Instructional Workload Data -- (Fall 1999) (page 34)*

The SCH/IFTE index (including both undergraduate and graduate courses) at UNI was 272 in Fall 1999, about midpoint of the nine peer institutions. Their range was from a low of 208.9 to a high of 381.3.

Conclusions and Recommendations:

The first conclusion to be drawn from the institutional reports is that the faculty efforts and activities are consistent with survey results of previous years. Teaching is still the highest priority of the universities. The retirement of senior faculty is making some difference in the percentages of teaching by level of professors. Some slight modifications may have to be made in next year's report to obtain precise data which is called for in the performance indicators.

The second conclusion is that the faculty portfolio database concept is being implemented, as shown by data reported in certain categories of teaching and research/scholarship. The reports this year responded to the Board's request to see further evidence illustrating how the use of faculty portfolios are impacting departmental and collegiate goals. The portfolio data, like faculty activity data, offer convincing evidence that the faculty at the Regent universities are actively engaged in teaching and research. Additional information is needed concerning service area activities.

A third conclusion is the challenge of making extensive use of peer institution data. These data are important -- clearly peer institution data are used in various reports to the Board. The institutions report that it is likely to be more valid and practical to have departmental rather than college-level comparisons. Collecting peer information on faculty activities from the Board-approved peer groups is not possible in some cases. Some of the Board-approved peer institutions will not provide data in this area. In order to be responsive to the Board's request, the institutions have substituted peer information from institutions not in the usual peer groups for the purpose of this report.

Clearly, faculty at the Regent universities contribute substantial time to their professional activities and thereby enhance the quality of teaching and research at their institutions.

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Approved: Frank J. Stork

Frank J. Stork

H/aa/docket/2000/maygd14

GLOSSARY OF TERMS

FTE -- Full-time equivalent. Calculated by multiplying the instructor's appointment base by the fraction of salary paid from a fund source. A full-time faculty member paid 50% from instructional funds and 50% from research funds if 0.50 FTE instruction and 0.50 FTE research for a total of 1.00 FTE with the university.

IFTE – Instructional full-time equivalent. An IFTE is calculated by multiplying the instructor's appointment base by the fraction of salary paid from university funds for teaching.

FCH – Faculty credit hours. FCH is equal to the credit value assigned to a section of a course, or a course the instructor teaches. Example: a three-credit course generates three FCHs.

FCH/IFTE -- Faculty credit hour per instructional full-time equivalent. Calculated by dividing the FCH by the IFTE for each instructor classification.

SCH – Student credit hour. Calculated by multiplying the number of students in a section of a course by the section credit. Example: Fifty students in a three-credit course generate 150 SCH.

SCH/IFTE – Student credit hour/instructional full-time equivalent. Calculated by dividing the SCH by the IFTE for each instructor classification. Example: If the SCH/IFTE ratio is 196, it indicates that each full-time equivalent is teaching 196 student credit hours.

Table 5

University of Delaware National Study of Instructional Costs and Productivity
Peer Group for the University of Iowa

INSTITUTION	CARNEGIE CLASS
University of Arizona	R1
University of Florida	R1
University of Kansas	R1
University of Maryland	R1
University of Missouri	R1
University of Texas	R1
University of Virginia	R1
University of Wisconsin	R1
Michigan State University	R1
Texas A&M University	R1

Table 5.1
University of Iowa
Distribution of Student Credit Hours by Faculty Category
Peer Comparisons - Fall 1998

University of Iowa Departments for Which Comparable Data Available	Tenured/Tenure Track					Non Tenure Track				Teaching Assistants			
	Number of Peers	% Undergrad		% Graduate		% Undergrad		% Graduate		% Undergrad		% Graduate	
		U of I	Peers	U of I	Peers	U of I	Peers	U of I	Peers	U of I	Peers	U of I	Peers
Business													
Accounting	6	34%	35%	91%	87%	24%	49%	0%	13%	42%	16%	9%	0%
Economics	9	91%	77%	100%	100%	1%	13%	0%	0%	8%	10%	0%	0%
Finance	6	64%	57%	88%	89%	29%	30%	12%	11%	7%	13%	0%	0%
Marketing	6	58%	47%	59%	100%	42%	47%	41%	0%	0%	6%	0%	0%
Education													
Counseling, Rehab & SD	5	50%	26%	66%	79%	24%	40%	24%	20%	26%	34%	10%	1%
Curriculum & Instruction	9	39%	44%	83%	83%	33%	24%	16%	16%	28%	32%	1%	1%
Planning, Policy & LS	8	45%	53%	70%	82%	46%	33%	28%	18%	9%	14%	2%	0%
Engineering													
Chemical	9	45%	83%	100%	94%	55%	12%	0%	6%	0%	5%	0%	0%
Civil	9	95%	83%	100%	95%	5%	12%	0%	5%	0%	5%	0%	0%
Electrical	8	97%	71%	99%	95%	0%	23%	1%	5%	3%	6%	0%	0%
Mechanical	8	100%	84%	93%	99%	0%	15%	7%	1%	0%	1%	0%	0%
Liberal Arts													
Anthropology	9	87%	84%	100%	94%	12%	11%	0%	6%	2%	5%	0%	0%
Art & Art History	9	61%	67%	91%	93%	17%	19%	9%	7%	23%	14%	0%	0%
Biological Sciences	8	82%	35%	100%	89%	12%	37%	0%	11%	6%	28%	0%	0%
Chemistry	9	39%	65%	90%	98%	54%	29%	10%	2%	7%	6%	0%	0%
Communication Studies	5	49%	51%	82%	100%	5%	24%	18%	0%	46%	25%	0%	0%
Computer Science	7	55%	43%	73%	97%	10%	40%	19%	3%	35%	17%	8%	0%
English	9	28%	33%	71%	96%	10%	30%	29%	4%	62%	37%	0%	0%
Geography	8	72%	68%	100%	97%	28%	13%	0%	3%	0%	19%	0%	0%
Geoscience	8	89%	66%	66%	93%	11%	18%	34%	7%	0%	16%	0%	0%
History	9	47%	74%	100%	88%	7%	20%	0%	12%	46%	6%	0%	0%
Journalism & Mass Comm.	8	82%	65%	94%	76%	12%	31%	6%	24%	6%	4%	0%	0%
Mathematics	9	73%	50%	100%	98%	10%	31%	0%	2%	17%	19%	0%	0%
Music	9	71%	70%	95%	90%	17%	21%	5%	10%	12%	9%	0%	0%
Philosophy	9	56%	72%	100%	96%	23%	17%	0%	4%	21%	11%	0%	0%
Political Science	9	100%	66%	62%	96%	0%	23%	36%	4%	0%	11%	2%	0%
Psychology	9	75%	61%	92%	93%	25%	27%	8%	7%	0%	12%	0%	0%
Social Work	5	31%	51%	44%	51%	69%	49%	56%	49%	0%	0%	0%	0%
Sociology	9	80%	67%	93%	97%	2%	20%	7%	3%	18%	13%	0%	0%
Spanish & Portuguese	8	16%	21%	76%	97%	15%	31%	2%	3%	69%	48%	22%	0%
Statistics	5	73%	54%	88%	87%	24%	20%	12%	10%	3%	26%	0%	3%
Theatre Arts	9	39%	48%	58%	94%	24%	30%	42%	6%	37%	22%	0%	0%
Law	6	100%	91%	92%	71%	0%	5%	8%	29%	0%	4%	0%	0%
Nursing	7	70%	36%	93%	73%	22%	63%	7%	27%	8%	1%	0%	0%
Average of Units Listed	7	65%	59%	86%	90%	20%	27%	13%	10%	16%	15%	2%	0%

Note: The University of Iowa does not distinguish between non tenure track and supplemental faculty when participating in the Delaware study. Peer data is from Fall 1997.

TABLE 5.0

IOWA STATE UNIVERSITY

DISTRIBUTION OF STUDENT CREDIT HOURS BY FACULTY CATEGORY

PEER COMPARISONS - FALL 1997 ISU Fall 1998

Iowa State University Departments for Which Comparable Data Are Available	Number of Peers	Tenured & Tenure Eligible				Non Tenure Track & Supplemental				Teaching Assistants			
		% Undergrad		% Graduate		% Undergrad		% Graduate		% Undergrad		% Graduate	
		ISU	Peers	ISU	Peers	ISU	Peers	ISU	Peers	ISU	Peers	ISU	Peers
College of Agriculture													
Agricultural and Biosystems Engineering	7	70	83	84	94	30	15	16	4	0	0	0	0
Agronomy	9	93	82	70	96	5	12	30	4	2	3	0	0
Animal Science	9	95	79	97	96	4	21	3	3	1	0	0	0
Biochemistry, Biophysics and Molecular Biology (Agriculture and Liberal Arts and Sciences combined)	8	96	93	98	93	3	3	2	7	1	0	0	0
Economics (Agriculture only)	8	94	83	100	98	6	15	0	2	0	0	0	0
Food Science and Human Nutrition (Agriculture and Family and Consumer Sciences combined)	6	88	82	99	93	11	12	1	6	1	5	0	0
Forestry	6	95	87	100	91	5	13	0	9	0	0	0	0
Microbiology	5	63	82	93	97	37	15	7	3	0	3	0	0
Sociology (Agriculture and Liberal Arts and Sciences combined)	10	58	67	84	97	31	18	16	3	11	13	0	0
Zoology and Genetics (Zoology only from Liberal Arts and Sciences)	9	36	83	80	98	52	7	20	2	12	6	0	0
College of Business													
Accounting	8	40	35	100	87	60	43	0	10	0	16	0	0
Finance	7	96	57	100	89	4	25	0	11	0	13	0	0
Management	7	66	53	100	79	34	37	0	21	0	9	0	0
Marketing	7	78	47	100	100	22	47	0	0	0	6	0	0
College of Design													
Architecture	6	61	65	84	75	28	35	16	25	11	0	0	0
Art and Design	9	59	67	97	93	36	16	3	5	5	14	0	0
Landscape Architecture	5	73	67	93	95	25	31	7	3	2	2	0	1
College of Education													
Curriculum and Instruction	8	44	44	74	83	50	23	26	14	6	32	0	3
Educational Leadership and Policy Studies	7			80	82			20	18			0	0
College of Engineering													
Chemical Engineering	10	83	83	98	94	17	13	2	1	0	5	0	0
Civil and Construction Engineering	9	87	83	100	95	12	10	0	4	1	5	0	0
Electrical and Computer Engineering	8	77	71	91	95	13	23	9	4	10	6	0	0
Industrial and Manufacturing Systems Engineering	5	69	87	97	96	17	10	3	5	14	3	0	0
Materials Science and Engineering	7	80	80	93	91	20	20	7	9	0	0	0	0
Mechanical Engineering	8	66	84	96	99	21	15	0	0	13	1	4	0
College of Family and Consumer Sciences													
Food Science and Human Nutrition (Agriculture and Family and Consumer Sciences combined)	6	88	82	99	93	11	12	1	6	1	5	0	0

TABLE 5.0
IOWA STATE UNIVERSITY
DISTRIBUTION OF STUDENT CREDIT HOURS BY FACULTY CATEGORY
PEER COMPARISONS - FALL 1997 ISU Fall 1998

Iowa State University Departments for Which Comparable Data Are Available	Number of Peers	Tenured & Tenure Eligible				Non Tenure Track & Supplemental				Teaching Assistants			
		% Undergrad		% Graduate		% Undergrad		% Graduate		% Undergrad		% Graduate	
		ISU	Peers	ISU	Peers	ISU	Peers	ISU	Peers	ISU	Peers	ISU	Peers
College of Liberal Arts and Sciences													
Biological Sciences													
Biochemistry, Biophysics and Molecular Biology (Agriculture and Liberal Arts and Sciences combined)	8	96	93	98	93	3	3	2	7	1	0	0	0
Botany	8	66	93	97	99	18	0	0	1	16	0	3	0
Zoology and Genetics (Zoology only)	9	36	83	80	98	52	7	20	2	12	6	0	0
Humanities													
English	10	30	33	95	96	47	14	5	4	23	37	0	0
Foreign Languages and Literatures (no graduate program)	8	46	43			54	28			0	27		
History	10	77	74	99	88	6	18	1	4	17	6	0	0
Journalism and Mass Communications	8	81	65	100	76	19	32	0	24	0	4	0	0
Music (no graduate program)	9	96	70			4	21			0	9		
Philosophy (no graduate program)	10	62	72			38	9			0	11		
Mathematical Sciences													
Computer Science	8	25	43	80	97	66	37	8	3	9	17	12	0
Mathematics	9	45	50	98	98	33	20	2	1	22	19	0	0
Statistics	6	37	54	95	87	9	17	0	6	54	26	5	3
Physical Sciences													
Chemistry	9	39	65	100	98	32	23	0	2	29	6	0	0
Geological and Atmospheric Sciences	9	90	66	99	93	2	19	1	2	8	16	0	0
Physics and Astronomy	9	63	75	97	95	9	8	3	2	28	12	0	0
Social Sciences													
Anthropology	8	63	84	100	94	10	11	0	5	27	5	0	0
Economics (Liberal Arts and Sciences only)	10	65	77	96	100	35	11	4	0	0	10	0	0
Political Science	10	52	66	91	96	39	23	9	5	9	11	0	0
Psychology	9	73	61	79	93	22	27	21	5	5	12	0	0
Sociology (Agriculture and Liberal Arts and Sciences combined)	10	58	67	84	97	31	18	16	3	11	13	0	0
College of Veterinary Medicine													
Veterinary Microbiology and Preventive Medicine (Microbiology only)	5	100	82	82	97	0	15	18	3	0	3	0	0

Table 5
University of Northern Iowa
Peer Institution Instructional Workload Data
Fall 1999

	Northern Arizona University	California State University Fresno	University of North Carolina Greensboro	Illinois State University	Indiana State University	University of Northern Iowa
Instructional Full-Time Equivalent	1059.7	787.7	633	942.8	579.3	628.5
Faculty Credit Hours (FCH)						
Undergraduate	8,823	12,542	4,520	8,247	6,004	6,886
Graduate	3,245	1,982	1,901	1,283	2,015	1,141
Total	12,068	14,524	6,421	9,530	8,019	8,027
Total FCH per IFTE	11.4	18.4	10.1	10.1	13.8	12.8
Student Credit Hours (SCH)						
Undergraduate	186,994	219,378	133,344	240,328	123,153	165,289
Graduate	34,328	14,157	22,837	17,955	10,969	5,735
Total	221,322	233,535	156,181	258,283	134,122	171,024
Total SCH per IFTE	208.9	296.5	246.7	274.0	231.5	272.1

	University of Minnesota Duluth	Central Michigan University	Ohio University Athens	University of North Texas	University of Wisconsin Eau Claire
Instructional Full-Time Equivalent	438.2	740.0	907.0	762.0	471.1
Faculty Credit Hours (FCH)					
Undergraduate		7,530		7,683	
Graduate		636		5,579	
Total	4,734	8,166	8,344	13,262	4,652
Total FCH per IFTE	10.8	11.0	9.2	17.4	9.9
Student Credit Hours (SCH)					
Undergraduate		219,297	250,765	259,647	139,829
Graduate		15,870	30,978	30,879	2,808
Total	115,558	235,167	281,743	290,526	142,637
Total SCH per IFTE	263.7	317.8	311.0	381.3	302.8

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